

Writing

For questions 137 through 154, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

137. While Sara visited with Sam: she finished her science project.

- A with Sam. She finished
- B with Sam; she finished
- C with Sam, she finished
- D Leave as is.

L00SA100

138. “Why should I wear a sweater?” grumbled the boy as his mother reminded him again of the cold weather.

- A ‘Why should I wear a sweater’?
- B “Why should I wear a sweater”
- C “Why should I wear a sweater”?
- D Leave as is.

L00SA201

139. The Alaskan rivers are clear and sparkling in summer however, they are frozen in winter.

- A in summer, however they are frozen in winter.
- B in summer; however, they are frozen in winter.
- C summer: however they are frozen in winter.
- D Leave as is.

L00SA043

140. When Tom arrived at school he was carrying all his books with him.

- A arrived at school, he
- B arrived, at school he
- C arrived at school he,
- D Leave as is.

L00SA073

141. After, the volcano erupted, the tiny tropical island was quiet and devastated.

- A After the volcano erupted, the
- B After the volcano erupted the
- C After the volcano erupts, the
- D Leave as is.

00SA032

142. When our parents celebrate their silver wedding anniversary later this year, they were married for twenty-five years.

- A they will have been married for twenty-five years.
- B they have been married for twenty-five years.
- C they would have been married for twenty-five years.
- D Leave as is.

L00SA039

143. Akia told us about her safari across the plains of East Africa in our geography class.

- A In our geography class, Akia told us about her safari across the plains of East Africa.
- B Akia told us about her safari in our geography class across the plains of East Africa.
- C In our geography class Akia told about her safari across the plains of East Africa to us.
- D Leave as is.

L00SA134

Writing

144. If Mark will have made fewer errors, he will have passed his driving test.

- A If Mark would have made fewer errors, he would have passed his driving test.
- B If Mark had made fewer errors, he would have passed his driving test.
- C If Mark would of made fewer errors, he would have passed his driving test.
- D Leave as is.

L00SA037

145. Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.

- A greeting customers, escort them to a table and offer a beverage.
- B to greet customers, escorting them to tables and offering a beverage.
- C to greet customers, escorting them to a table, and to offer a beverage.
- D Leave as is.

L00SA041

146. A dog bit Tom's ankle while riding a bicycle.

- A Riding a bicycle, a dog bit Tom's ankle.
- B While riding a bicycle, a dog bit Tom's ankle.
- C While Tom was riding a bicycle, a dog bit his ankle.
- D Leave as is.

L00SA036

147. The poetry of Langston Hughes combining the idioms of African-American speech and the rhythms of the blues.

- A The poetry of Langston Hughes will combine
- B The poetry of Langston Hughes combines
- C Langston Hughes' poetry combining
- D Leave as is.

L00SA012

148. If you want to add your name to the list of volunteers; please go to Room 112.

- A list of volunteers please;
- B list of volunteers, please
- C list of volunteers: please
- D Leave as is.

L10SA188

149. That collection of essays John wants on the bottom shelf.

- A John wants them, that collection of essays
- B John wants that collection of essays
- C Wanted by John, that collection of essays
- D Leave as is.

L10SA069

150. My sister a high school freshman, is trying out for the school play.

- A sister, a high school freshman,
- B sister: a high school freshman
- C sister a high school freshman
- D Leave as is.

L10SA160

151. Mr. Forbes needs the following items for his cooking class flour, salt, and a variety of spices.

- A cooking class: flour, salt, and a variety of spices
- B cooking class; flour, salt, and a variety of spices
- C cooking class, flour, salt, and a variety of spices
- D Leave as is.

L10SA060

Writing

152. Write your assignment on notebook paper. The paper should be college-ruled.

- A paper that is notebook and college-ruled
- B notebook paper and college-ruled
- C college-ruled notebook paper
- D Leave as is.

L10SA144

153. We're sorry to bother you, but we need to ask you a question.

- A sorry, to bother you but we need
- B sorry to bother you, but, we need
- C sorry to bother you but we need
- D Leave as is.

L10SA077

154. Uncle Yary often said; "My way is the best way."

- A said "My way is the best way."
- B said, "My way is the best way".
- C said, "My way is the best way."
- D Leave as is.

L20SA101

Writing

For questions 155 through 166, choose the word or phrase that best completes the sentence.

155. The green backpack has _____ pockets than the blue one.

- A least
- B less
- C fewest
- D fewer

L00SA136

156. The musician played Wendy's favorite waltz for her husband and _____.

- A I
- B he
- C she
- D her

L00SA076

157. _____ going to be late if they don't hurry.

- A They're
- B Their
- C There
- D They'll

L00SA078

158. When she _____ the award, she blushed and quickly returned to her seat.

- A excepted
- B accepts
- C accepted
- D excepts

L00SA016

159. The frightened pilot's face was ashen as he gingerly lowered the plane onto the Smiths' private _____ that time was running out for his ailing friend.

- A runway: he knew
- B runway, he knew
- C runway. He knew
- D runway but he knew

L00SA031

160. "We should _____ without the captain," the coach said impatiently.

- A proceeds
- B precede
- C precedent
- D proceed

L00SA020

161. The legendary goddess was the _____ of all the Greek deities.

- A beautifulest
- B more beautiful
- C most beautiful
- D most beautifying

L00SA022

Writing

162. “Which of the three Olympic runners is the _____?” the spectator asked the judge.

- A more fast
- B fastest
- C most fastest
- D most faster

L00SA023

163. What we didn’t expect is that _____ would finish our project a week ahead of schedule.

- A she and me
- B she and I
- C her and I
- D her and me

L10SA488

164. The committee had _____ last meeting on Tuesday.

- A it’s
- B its
- C there
- D they’re

L00SA081

165. Tam left the decision up to _____.

- A we
- B us
- C she
- D they

L00SA091

166. Many situations in life _____ some knowledge of math.

- A requires
- B does require
- C is requiring
- D require

L10SA528

Writing

Question Number	Correct Answer	Standard	School Year of Exam
112	D	10WS1.1	2002-2003
113	A	10WS1.2	2002-2003
114	D	10WS1.9	2002-2003
115	D	10WS1.5	2002-2003
116	C	10WS1.1	2001-2002
117	B	10WS1.9	2001-2002
118	D	10WS1.1	2000-2001
119	A	10WS1.2	2000-2001
120	B	10WC1.3	2000-2001
121	A	10WS1.2	2000-2001
122	C	10WS1.2	2000-2001
123	C	10WC1.2	2000-2001
124	C	10WS1.2	2001-2002
125	C	10WS1.4	2001-2002
126	A	10WS1.2	2001-2002
127	B	10WC1.2	2000-2001
128	A	10WS1.2	2003-2004
129	D	10WS1.2	2003-2004
130	B	10WS1.9	2003-2004
131	A	10WS1.1	2003-2004
132	C	10WS1.1	2004-2005
133	C	10WS1.1	2004-2005
134	D	10WS1.9	2004-2005
135	A	10WS1.2	2004-2005
136	C	10WS1.9	2004-2005
137	C	10WC1.1	2002-2003
138	D	10WC1.1	2001-2002
139	B	10WC1.1	2001-2002
140	A	10WC1.1	2000-2001
141	A	10WC1.1	2000-2001
142	A	10WC1.2	2001-2002
143	A	10WC1.2	2001-2002
144	B	10WC1.2	2001-2002
145	D	10WC1.2	2000-2001
146	C	10WC1.2	2000-2001
147	B	10WC1.2	2000-2001
148	B	10WC1.1	2003-2004
149	B	10WC1.2	2003-2004
150	A	10WC1.1	2003-2004
151	A	10WC1.1	2003-2004

Writing

Question Number	Correct Answer	Standard	School Year of Exam
152	C	10WC1.2	2003-2004
153	D	10WC1.1	2003-2004
154	C	10WC1.1	2003-2004
155	D	10WC1.3	2002-2003
156	D	10WC1.3	2001-2002
157	A	10WC1.3	2001-2002
158	C	10WC1.3	2001-2002
159	C	10WC1.2	2000-2001
160	D	10WC1.3	2000-2001
161	C	10WC1.3	2000-2001
162	B	10WC1.3	2000-2001
163	B	10WC1.3	2003-2004
164	B	10WC1.3	2003-2004
165	B	10WC1.3	2004-2005
166	D	10WA2.2	2004-2005

The Writing Applications Strand

The following five California English-language arts academic content standards from the Writing Applications strand are assessed on the CAHSEE by 1 writing task and are represented in this booklet by 7 released writing tasks. These tasks represent only a few of the ways in which these standards may be assessed on the CAHSEE.

WRITING (GRADES NINE AND TEN)	
Standard Set 2.0	Writing Applications (Genres and Their Characteristics):
10WA2.1	<p>Write biographical narratives.</p> <ol style="list-style-type: none"> Relate a sequence of events and communicate the significance of the events to the audience. Locate scenes and incidents in specific places. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. Pace the presentation of actions to accommodate changes in time and mood. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
10WA2.2	<p>Write responses to literature.</p> <ol style="list-style-type: none"> Demonstrate a comprehensive grasp of the significant ideas of literary works. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
10WA2.3	<p>Write expository compositions, including analytical essays and research reports.</p> <ol style="list-style-type: none"> Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. Convey information and ideas from primary and secondary sources accurately and coherently. Make distinctions between the relative value and significance of specific data, facts, and ideas. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.* Anticipate and address readers' potential misunderstandings, biases, and expectations. Use technical terms and notations accurately.

* The crossed-out portion of this standard is not assessed on the CAHSEE, but is still included in grade-level standards.

10WA2.4	Write persuasive compositions. a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.
10WA2.5	Write business letters. a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

To demonstrate achievement in this CAHSEE strand, students must successfully respond to one on-demand writing task. The writing task either will be a response to a reading passage, or a response to a writing prompt. With a response to literature, students are asked to analyze the passage and write a text-based response. With a response to a writing prompt, students are asked to write a response based on their own knowledge and viewpoints about a given topic. The CAHSEE 4-point Response to Literary/Expository Text Scoring Guide and Response to Writing Prompt Scoring Guide, which are based on the Writing Applications content standards, are used to score the writing task. These scoring guides are reprinted in the CAHSEE Teacher Guide for English-language arts.

All student essays written for the CAHSEE are scored by two trained scorers who use the scoring guide to assign a score of 1, 2, 3, or 4. If the two scorers give different but adjacent scores (e.g., a 3 and a 4), the student's final score is an average of the two scores. If the two scorers give different and nonadjacent scores (e.g., a 2 and a 4), a scoring leader reads the essay and assigns the score. Papers receive no score if they are blank, off-topic, illegible, unintelligible, or written in a language other than English.

The writing tasks on pages 110, 120, 125, 130, and 142 are response-to-writing-prompt tasks. The writing tasks on pages 115 and 136 are passage-based tasks and are associated with the story *Hiking Trip* that begins on page 20 and the poem *Early Spring* that begins on page 75. Sample student responses that represent each score point are included.

Writing**REMINDER**

- Write your response to the writing task below.**
- You may give your writing a title if you like, but it is not necessary.**
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- You may either print or write in cursive.**
- Write clearly! Any erasures or strike-throughs should be as clean as possible.**

Writing Task:

Throughout your years in school, you have studied about many different people. Think about one of these people you have studied during your time at school. What makes this person special enough to study?

Write an essay in which you discuss a person you have studied in school. Explain what it is about this person that is special. Use details and examples to support your ideas.

L0000070

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you do the following:

- ☐ **Read the description of the task carefully.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **Use specific details and examples to fully support your ideas.**
- ☐ **Use words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 111 through 114 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

Writing

4

Score Point 4
Student Response

The most interesting person that I have ever studied in history class is Napoleon Bonaparte. He did many great things for the European country France after the French Revolution. He used outstanding military strategies to conquer his enemies. He was also a great leader causing all of his men to be loyal and trustworthy to him. Another quality of Napoleon that made him a special person in history was his ability to control and command other countries once he had conquered them. These qualities alone make Napoleon Bonaparte special enough to study in school.

Napoleon used military strategies that, at that time, Europe had never seen before. He used them to conquer the Austrians at Waterloo and the Prussians at Jena. It was important battles like these that made France one of the most powerful countries in Europe in the 18th Century.

Napoleon's leadership skills were also very helpful to him. His men were always loyal to him because they trusted his decisions. When Napoleon returned from being exiled, (the "Hundred Days"), he was still able to raise an army because he was respected by many men.

Lastly, when Napoleon conquered a country, he did a great job of controlling it. When he conquered Prussia, for example, he cut their territory in half (less power for Prussia). He also did not allow Prussia to raise a large army (this also lessened the power of Prussia).

Those qualities make Napoleon a very special person to study in history. He did many great things for his country and his people. Napoleon Bonaparte is one of the greatest leaders in the history of Europe.

Commentary

In this response the writer addresses the three main elements of a persuasive essay. The writer identifies the problem or issue, states a position or opinion, and thoroughly supports that position utilizing logical arguments and elaborating with specific details and examples.

In the first sentence the writer effectively identifies the issue and states a position by indicating that Napoleon Bonaparte is the most interesting person the writer has studied in history class. The writer then goes on to summarize the arguments that will be presented in the remainder of the essay, stating that Napoleon used outstanding military strategies, was a great leader, and was able to control and command other countries effectively.

In paragraphs 2, 3, and 4 the writer elaborates on these reasons individually by offering specific examples and details that support these arguments. In paragraph 2, for example, the writer names specific battles in which Napoleon's military strategies enabled France to win, making France "one of the most powerful countries in Europe in the 18th century."

The writer uses a brief but effective transition at the start of paragraph 3 and uses the remainder of the paragraph to support the argument that Napoleon is an interesting person to study due to his leadership skills. The writer then offers specific evidence of these skills by relating Napoleon's ability to raise an army even after returning from exile.

In paragraph 4 the writer elaborates upon the final argument that Napoleon was able to effectively conquer and control foreign countries. The writer thoroughly supports this argument with specific details and examples.

Finally, the author concludes by restating the position and by offering a brief but adequate summary of the argument.

The writer's organizational structure is well designed, and the writer utilizes a variety of sentence patterns and descriptive language. The writer also exhibits a firm command and control of written English conventions.

Overall, the response thoroughly addresses the prompt, is well organized and thoughtfully developed, and with specific examples, relevant details, and precise and interesting language. The essay is an example of a 4-point response.

Writing

3

Score Point 3
Student Response

During the course of the years of school you attend, you come in contact with a lot of information about people who have changed the world & who have risked their life for causes they believed in. Martin Luther King was one of these people. He is a very special man because he fought for black people to have rights, but he also fought for peace.

Martin Luther King was an extremely remarkable man. He fought for black people to have rights at a time when many people were very racist against the African Americans. He gave many speeches that influenced many to stand up & fight for their rights. He believed that African Americans should be treated as equally as a white American & that there shouldn't be laws that were based on the color of your skin. To be able to stand up against the common opinion of African Americans, I think you would have to be very courageous & strongly believe in what you were fighting for.

Martin Luther King also fought for peace. He didn't like all the war & the hatred, so he promoted love. He wanted peace everywhere & for people to start loving & stop hating. Some people stopped hating & started loving, but many didn't care to listen because he was black. I think now, many more people have respect for what he was fighting for. The U.S. has a holiday especially reserved for him & for what he fought for during his life - love and peace. I would think you'd have to be very influential on the world to have a holiday reserved for you.

Martin Luther King was an extraordinary man who fought for many things. I don't think African Americans would have the rights today if it wasn't for him. He changed the world's view on Racism & equality. Even though his dream of peace hasn't been fulfilled, it may someday.

Commentary

In this response the writer adequately addresses the three main elements of a persuasive essay. The writer identifies the problem or topic, states a position, and offers supporting arguments that are somewhat developed through specific details and examples.

In the first paragraph the writer effectively introduces the topic by relating that students receive a large amount of information about influential people. The writer then effectively states a position by focusing on Martin Luther King and introduces two main arguments for this choice: that King fought for African-American rights and for peace.

In paragraph 2 the writer elaborates on the argument that King fought for African-American rights. As support the writer relates that King made many speeches that influence others to stand up for their rights. The writer then goes on to state King's beliefs, but then gets somewhat sidetracked by speculating on King's courage.

In paragraph 3 the writer attempts to elaborate on King's efforts for peace; however, this paragraph is not as well developed as paragraph 2 and, though it restates the writer's position that King wanted peace and fought for it, the paragraph does not state specific examples that support the position. The writer then digresses somewhat into speculation on what it takes to have a holiday to honor someone.

Finally, the writer concludes by summarizing the earlier information given about King. The writer does effectively address the prompt and does adequately support the position, but the development of ideas is inconsistent and does not quite indicate the level of thoughtfulness and thoroughness required of a 4-point paper.

Overall, the response is well organized and the student effectively utilizes a variety of sentence patterns. Though there are some minor errors in the use of conventions, these errors do not significantly detract from the student's presentation of ideas, and the student demonstrates an adequate command of the conventions of written English. The response is an example of a 3-point essay.

Writing

2

Score Point 2
Student Response

In my years of school, there were many different people that we studied. I've learned alot from my teachers and their minds of thought of the people we studied. Even though, many of the people we studied were alreaded planned, the teachers made them seem alive.

The person that I choose was Oliver Twist. We didn't exactly study about it, but we talked about the society because it worked well with the section we were working on. I choose Oliver because I admired his strength and his will to go on. He wasn't in the best position but he did his best. Also he was very loyal and cared for many. He did want he could in his situation and show a strive for living.

When he got found from the "nicer people", Oliver was so greatful and kind. He knew he was lucky to be him.

In anyway, I admire him on how he saw life. He was at the bottom of the social class but he was still happy with everything. Good things happen to good people.

Commentary

This response attempts to address the prompt and is somewhat organized. However, the writer's introduction does not adequately inform the reader of the problem or issue, and the writer's purpose is therefore unclear. The paragraph is not organized around a central theme and seems to focus more on teachers than on the people the writer studied.

Though the writer states a position in the first sentence of paragraph 2, the position is unclear and dependent upon the reader's knowledge of the prompt. The writer then attempts in the remainder of the essay to support the choice of Oliver Twist, but the writer offers only vague details and opinions.

The writer utilizes only simple sentence patterns and basic language. The writer's modest support is wholly dependent on the reader having knowledge of the subject, and the writer's conclusion does not adequately reflect the essay's content. The writer makes frequent errors in the use of conventions that do occasionally detract from the presentation of ideas. Overall, this response is consistent with a 2-point score.

Writing

1

Commentary

**Score Point 1
Student Response**

The Write brothers are very important people in history because they allowed us to do things that we do today. They invented the airplane. Without them we wouldn't have airlines or privit airptns. Without them we wouldn't have anything to do with flight. As you can see the Write brothers are very important people in history.

In this extremely short, one-paragraph response, the writer attempts to address the prompt, but does so in such a vague manner that the reader is unable to determine the writer's purpose without prior knowledge of the prompt.

The writer attempts to support the choice of the Wright brothers, but this support is very superficial and vague and, given the lack of an introduction, it is very ineffective. The writer provides no specific examples or details and does not elaborate upon or explain the sole argument (that there would be no airplanes or flight without the Wright brothers). The concluding sentence is simply a restatement of the vague introductory sentence.

The response lacks organization, utilizes simple sentence patterns and basic language, and lacks elaboration. The writer makes frequent errors in conventions and grammar that contribute to the ineffectiveness of the response. Overall, this response is extremely vague and does not indicate any level of thoughtfulness on the part of the student. These problems place this response in the 1-point score range.

Writing



REMINDER

- Write your response to the writing task below.
- You may give your writing a title if you like, but it is not necessary.
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- You may either print or write in cursive.
- Write clearly! Any erasures or strike-throughs should be as clean as possible.

Writing Task:

In the story, “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialogue presented in the story.

Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

L0157007

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you do the following:

- ☐ Carefully read the passage and the description of the task.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author’s purpose.
- ☐ Use precise language that is appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

NOTE: Pages 116 through 119 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students’ own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

Writing

4

**Score Point 4
Student Response**

In the story “The Hiking Trip” Jeff had to hike down a canyon and go get help for his brother Mark. Jeff is courageous and loving, and his true character is revealed by his actions.

The author gradually reveals Jeff’s bravery through his actions and his decision to save Mark. At first, Jeff is afraid of hiking down the canyon alone. The father tells Jeff to have courage and Jeff exclaims that he doesn’t want it. The father also tells Jeff to have enough love for his brother to save him. Even though he is afraid and doesn’t want to hike down the canyon, Jeff does it anyways. He does it to try to save his brother. This point in the story shows Jeff’s love for his brother and his determination to save him.

This is the turning point in the story. If Jeff had not made the decision to hike down the canyon alone the outcome of the story may be entirely different. Jeff’s bravery, love, and perserverance played an enormous role in this story. Without them he may have never tried or been able to save Mark.

This story shows how someone can overcome their own fears to help others. Jeff was an example of unselfishness, bravery, and courage. His character traits caused him to do what was right and they (his character traits) may have been the deciding point of his action and later on the outcomes of his story.

Commentary

In this response, the writer addresses all parts of the writing task, which include describing Jeff’s personality and emotions, identifying the way the author reveals Jeff’s personality, and relating Jeff’s personality to the plot. The response also illustrates a comprehensive grasp of the text.

The first paragraph of the response summarizes the main action of the story and states the thesis that Jeff is courageous and loving and that his “true character is revealed by his actions.”

Next, the writer gives more detail about the main action of the story, using evidence from the text to show how Jeff’s actions reveal his courage and love. Specific references to the text are included (e.g., “the father also tells Jeff to have enough love for his brother to save him”).

In the third paragraph the writer focuses on the relationship between Jeff’s personality and the plot, identifying the turning point in the story as Jeff’s decision to go for help alone and tying this decision to Jeff’s love and determination: “Without them he may have never tried or been able to save Mark.”

The use of precise language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

3

**Score Point 3
Student Response**

To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.

Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.

Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brother's life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.

Commentary

In this response, the writer explicitly or implicitly addresses all parts of the writing task and shows a good grasp of the text.

The first paragraph of the response summarizes the main action of the story and suggests the thesis that is later expressed in the final paragraph—that Jeff has determination, courage, and love. The second paragraph summarizes events in the story to show that the author uses the events to reveal Jeff's character, although this connection is not explicitly stated. The final paragraph sums up Jeff's role in the plot: "His father tells him that he's a hero and that he saved his brother's life." Again, this relationship is not explicitly stated.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a good grasp of the story. Also, it makes specific references to the text (e.g., "Can't stop, Mark's in big trouble"). However, it lacks the purposeful control of organization and explicit statement of ideas that characterize a 4-point paper. The observations about Jeff's personality are structured by the story line rather than directed by the writer. The paper also illustrates an inconsistent sense of audience, as shown by the direct address to the reader in the first and second paragraphs.

There are only a few errors in the conventions of written English within this response, but they do not interfere with the meaning. Overall, this essay is a sample of a 3-point response.

2

**Score Point 2
Student Response**

Jeff, the main character shows much of his personality and emotions. He is an understanding and motivating person. He knows what strength he has but he doesn't know how to use it. Although Jeff has many fears and knows he must overcome them to save his brother. His father knows his sons power, but its Jeff who doesn't realize his own. Jeff doesn't have self confidence of self will. His emotions in the story change. He starts off as a boy who doesn't believe in himself, to a boy who's emotions completely change under the circumstances. He must save his brother in order know if he really has inner power inside of him. This was the test. His personal characteristics add to the event of the story by making it more intense. The more intense the better the story. He adds problem to the story line and a resolution He doubts his own strength but he ends up winning.

Commentary

In this response, the writer addresses some parts of the writing task and demonstrates a limited understanding of the main elements of the story. The response begins with three very general statements about Jeff's personality. Then the writer begins to focus on a potential thesis that could be supported by textual evidence: "Although Jeff has many fears and knows he must overcome them to save his brother." This statement also shows the writer's grasp of important ideas within the text. As the response continues, the statement that Jeff must overcome his fears receives additional development with the assertion that Jeff's emotions "completely change under the circumstances." However, these ideas receive no additional development through the use of textual evidence.

The final sentences of the response begin to address the relationship between Jeff's personality and the plot: "His personal characteristics add to the event of the story by making it more intense." One of these sentences uses the vocabulary of plot analysis ("He adds problem to the story line and a resolution") but provides little actual analysis.

The lack of a clear thesis statement and the failure to develop ideas by using evidence from the text are characteristic of a 2-point paper. The response also fails to demonstrate a purposeful control over organization. There is some variety in sentence structure, but there are several errors in the conventions of written English. Overall, this essay is an example of a 2-point response.

Writing

1

**Score Point 1
Student Response**

This story tells about a boy who has doesn't want to go on a trip with his father and learn more about hiking but then, when he gets their he realizes the important thing that is about hiking. His father was really understanding and motovating, one of the things Jeff new it was important to learn hiking was for what happened to his father the accident he had, he knew it was important cause he know what to do during an accident.

Commentary

This response begins to address the writing task in its opening statement: "This story tells about a boy who has doesn't want to go on a trip with his father." However, there is little understanding of the main elements of the story; the response continues by implying that the primary issue is the value of hiking and that Jeff's father (not his brother) has had an accident.

The failure to demonstrate a grasp of the text, the lack of a main idea, the failure to develop ideas using evidence from the text, and the serious errors in the conventions of written English make this a 1-point response.

Writing**REMINDER**

- Write your response to the writing task below.**
- You may give your writing a title if you like, but it is not necessary.**
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- You may either print or write in cursive.**
- Write clearly! Any erasures or strike-throughs should be as clean as possible.**

Writing Task:

By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.

Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.

L0000064

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you do the following:

- ☐ **Read the description of the task carefully.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **Use specific details and examples to fully support your ideas.**
- ☐ **Use words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 121 through 124 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

Writing

4

**Score Point 4
Student Response**

While thinking about a moment in history that has influenced our world today, many events come to mind. But an event that seems prominent is not an event at all, but rather a time period and the accomplishments that took place within it, the Industrial Revolution.

Having learned about the industrial era just recently a few aspects remain vivid in my mind, such as the many new inventions that served to make our lives easier. The steam engine was developed allowing cities to form in locations other than near water sources, as things had been previously. Once inside those cities, people all came together working in factories which was much more efficient.

Through the factory system, goods were produced at a much faster rate, requiring less work so prices were less. Different social classes could afford items causing a change in social structure. Women and children began working stirring up awareness and laws about labor. Unions were formed as a result as well as more organized forms of education. Every aspect of life changed within this time period including advances in medicine, communications, and the way we manufacture today. The moments throughout the Industrial Revolution hold so much importance, they brought us to the way our world is today.

Commentary

In this response, the writer addresses all parts of the writing task, which is to discuss a moment in history and share its importance in today's world. The writer provides a meaningful thesis that suggests that the accomplishments that took place during the Industrial Revolution have influenced our world today. This is followed with purposefully organized support to illustrate just why this period in history has been so influential.

In the second paragraph, the writer discusses how the steam engine positively affected the growth of cities and the fact that factories helped the people in the cities.

A further discussion on the factory system is developed in the third paragraph. The writer provides thoughtful support through the use of specific details to illustrate the effects that factories had on people. More detail is included to share how the existence of factories united people into unions causing a "change in social structure."

As the essay comes to a close, the writer provides more detail about the Industrial Revolution to connect its positive effect on how it "brought us to the way our world is today."

The variety of sentence types and the use of precise, descriptive language all add to success of this essay. There are only a few errors in the conventions of the English language within this response, but they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

3

Commentary

**Score Point 3
Student Response**

One of the most important days in history so far is the day that man set foot on the moon. This was not only important in U.S. history, but it was important to everywhere else in the world too. This amazing achievement showed Americans that they can do anything they want, if they try hard enough, and it showed other countries how great we really are.

The day that man set foot on the moon was a very exciting day. A lot of people didn't believe that it really happened because it was so amazing. But when everyone realized that it had really happened, it gave them the courage to strive for their goals and achieve them.

For years before man stepped on the moon, other countries had been trying to and were unsuccessful. But, America was able to. This made the other countries have so much more respect for us.

When man set foot on the moon, it was honestly one of the most important days in history because of what took place as a result of it.

In this response to the writing prompt, the writer discusses “the day that man set foot on the moon.” The thesis expresses the idea that this event was an amazing achievement that affected both Americans and the rest of the world and that it proved that “Americans . . . can do anything they want, if they try hard enough . . .”

The thesis is supported in an organized manner with details and examples. In the second paragraph, the writer concludes that the event was responsible for giving people the “courage to strive for their goals and achieve them.” In the third paragraph, the writer suggests that other countries respect the United States for having walked on the moon.

The writer concludes with the idea that setting foot on the moon was “one of the most important days in history . . .”

The writer addresses all parts of the task through discussion on what the event was and how it affected the world today. The details and examples used to support the thesis are more general than in a 4-point response, but they do successfully support the thesis.

The use of a variety of sentences along with a general sense of audience is evident throughout the essay. There are a few errors in the conventions of the English language, but they do not interfere with the readers’ understanding of the essay. Overall, this essay is a sample of a 3-point response.

Writing

2

**Score Point 2
Student Response**

A moment history that I had studied was when Ben Franklin discovered electricity. Electricity is important today, we use it for a lot of stuff. If he did not discover electricity, we probably wouldn't have a lot of stuff that we have now like lights, heat, air conditioning and a lot other things. He could have gotten electracuted trying to discover it. So it is a good thing that he had find it out. Without electricity we can" do a lot of stuff we do now. We would have to use candles for light or just day light.

Commentary

In this response to the writing prompt, the writer discusses Ben Franklin's discovery in a very limited manner. No explanation is provided on the event itself. The writer only provides few details to support the idea that "electricity is important today . . ." Through the use basic, predictable language, the idea that "we probably wouldn't have a lot of stuff that we have now . . ." is suggested. The language used to support this idea is limited to the word "stuff" that appears three times in this very short paragraph.

There is very little variety at the sentence level and there are several errors in the conventions of the English language. The overall word choice and lack of development illustrate a very limited sense of audience. This essay exemplifies all the criteria within a 2-point response.

Writing**1****Score Point 1
Student Response**

*We studied about all kind of stuff in History.
Every thing we Stuyed in History I learned Something
know eveyday. History is go because you get to learn
about all kinds of knew things abouat whats going on
In this world.*

Commentary

In this response, the writer provides no thesis related to the prompt beyond the idea that “we studied about all kind of stuff in History.” No attempt is made to discuss an event in history.

The ideas presented are no more than a brief discussion on the value of learning history. They are expressed through a lack of control at both the sentence and the language level. There are errors in the conventions of written English in each of the three sentences written in this 1-point response.

Writing**REMINDER**

- Write your response to the writing task below.**
- You may give your writing a title if you like, but it is not necessary.**
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- You may either print or write in cursive.**
- Write clearly! Any erasures or strike-throughs should be as clean as possible.**

Writing Task:

Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.

Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.

L0000060

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you do the following:

- ☐ **Read the description of the task carefully.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **State your position, support it with specific examples, and address the reader's concerns.**
- ☐ **Use words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 126 through 129 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

Writing

4

Score Point 4
Student Response

Would you enjoy taking your classes at the city dump? Trash is not beautiful. It is a well-known fact that students learn better when they're in a clean environment. To be more attractive, trash on our school grounds must be picked up. The importance of picking up trash is to beautify our campus and make our school a healthier place to learn.

We want our campus to be attractive and clean, right? When rival schools come to compete against us, we don't want them going home criticizing us because of our campus. We don't want our mascot to become a rat or a pig in their eyes. We want to keep our campus clean to show that we're not slobs and are educated enough to pick up our own garbage.

Who would want to eat lunch inside a dumpster? Or exercise in a gym that smells like rotten eggs and spoiled milk? We need a campus that will make it easier and healthier to learn. Would essays show the student's best if they brainstormed ideas while looking out the window at old food, used bandaids, empty soda cans and gum wrappers? The way this campus looks influences the way we perform in our classrooms. To get the maximum quality work done, we need clean and sanitary workspaces.

In conclusion, picking up any trash around school will be beneficial to everybody, especially us. If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away. There's no reason why our campus needs to be anything other than attractive. With everyone's help, it can be attractive and provide a better learning atmosphere.

Commentary

In this response, the writer addresses all parts of the persuasive writing task: stating a position about the importance of cleaning up trash, defending the position with evidence, and anticipating the reader's concerns. The first paragraph gives the writer's position ("trash on our school grounds must be picked up") and then gives two reasons that picking up trash is important ("to beautify our campus and make our school a healthier place to learn"). These two ideas become the focus for the rest of the essay.

The writer uses the questions that open each of the next two paragraphs to anticipate objections to cleaning up trash, thereby addressing the reader's potential concerns. The second paragraph provides several images to support the argument that a more attractive campus would provide specific benefits (e.g., "We don't want our mascot to become a rat or a pig in their [rival schools'] eyes"). Although the third paragraph provides little detail about the health aspect of the argument, it does use specific details to develop the concept that a clean environment is conducive to learning. The essay provides a strong conclusion that not only restates the writer's position, but also extends the argument with a call to action: "If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away".

The essay demonstrates the control of organization that is required for a 4-point paper, and the stated position is developed with details. Although there is a misplaced modifier ("To be more attractive, trash . . ."), and a few additional errors in conventions, overall the writer demonstrates the control of conventions. The essay also uses a variety of sentence types and precise, descriptive language. Overall, this essay is a sample of a 4-point response.

3

**Score Point 3
Student Response**

Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.

A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.

No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoy-able to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.

In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.

Commentary

In this response to the writing prompt, the writer begins with a paragraph that states three positions about picking up trash—that “Nobody would like” a school “filled with trash,” that a clean school provides “an appropriate learning environment,” and that a clean school would “look more attractive.” The paragraphs that follow discuss each of these ideas.

The second paragraph of the essay focuses on the learning environment, explaining that students can concentrate better if there is no trash on campus. The third paragraph addresses the idea that “no one enjoys being in a dirty environment.” The final paragraph restates the idea that the school could look more attractive if everyone helped.

In general, the paper defends the three positions with some details and examples, but the development is not as thoughtful or thorough as that in a 4-point paper. In the third paragraph, for example, each sentence restates the topic sentence and adds only a few additional details.

The paper addresses readers’ concerns and expectations in a general way by stating that “Nobody would like it if people stopped picking up trash” and “No one enjoys being in a dirty environment,” and thus a general sense of audience is evident throughout the essay.

There are a few errors in the conventions of written English, but they do not interfere with the reader’s understanding. Overall, this essay is an example of a 3-point response to this writing task.

Writing

2

**Score Point 2
Student Response**

The importance of getting rid of garbage on school camps is very important. The importance of getting rid of the garbage is makeing are school look nice, giving less work for the teachers and janitors to do. Another reason it is important because if I don't look oke people are going to think that it isn't a good school.

I think that this a good subject to write on because the trash on school campus is terrible. School campuses have alot of garbage because people don't care about throwing there trash away. But people need to think more reasonsivly because they are destroying the earth if they do not pick up there garbage. So people from now on when you have garbage don't throw it on the ground throw it in the garbage can.

Another reason it is important for people not to litter because this where we live and we don't need to destroy where we live. Pluse what would other people come to our school meaning the district office people think of us if we just left our trash all over the ground that would make us look bad.

Commentary

In this response to the writing prompt, the writer begins by stating three reasons that picking up trash is important: “makeing are school look nice,” “giving less work for the teachers and janitors to do,” and preventing people from thinking “that it isn’t a good school.”

Although the paper states these positions with some authority, it fails to support them in the paragraphs that follow. The second paragraph focuses on a new, although related, topic, that people should pick up their trash to avoid destroying the earth. The third paragraph moves from the idea that trash destroys the earth to the idea that it destroys “where we live.” This paragraph also contains an attempt to develop the third position in the opening paragraph, that having trash around suggests that this isn’t a good school: “if we just left our trash all over the ground that would make us look bad.”

This essay provides little or no support for its thesis, shows little control over organization, and demonstrates an inconsistent tone and focus. It also fails to anticipate readers’ concerns. These factors, in addition to the lack of control over the conventions of written English, particularly spelling, make this essay an example of a 2-point response.

Writing

1

**Score Point 1
Student Response**

It would be a good idea to clean up our envirement, maybe if there was more trash cans well you could make our schlool cleaner if just everybody picked up on thing our schlool would not be 3/4ths clean that's how bad our mess has gotten to who wants to attend a school that's now for the trash and ants and roaches etc. No one does that's why we should clean our school & our great reward in the end a clean & safe and healthy envirement and school.

Commentary

In this response to the writing prompt, the writer begins with the position that cleaning up the environment is a good idea. This statement is followed by two suggestions—that there could be more trash cans and that everyone should help pick up trash. Another topic which is a description of the extent of the trash problem at school, and then the final sentence of the response reaffirms that cleaning up trash will have beneficial results.

This response offers several ideas related to the topic but fails to support these ideas with details or examples. In addition, the response lacks consistency of focus and fails to demonstrate a control of organization. The serious errors in the conventions of written English, particularly in sentence boundaries, interfere with the reader's understanding of the essay and result in a score of 1.

Writing**REMINDER**

- Write your response to the writing task below.**
- You may give your writing a title if you like, but it is not necessary.**
- You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
- You may either print or write in cursive.**
- Write clearly! Any erasures or strike-throughs should be as clean as possible.**

Writing Task:

A person who seems in charge of every situation is sometimes called a “natural leader.” People often look to such a person to lead them in projects both great and small. Describe someone you have read about who seems to be a “natural leader.” Write an essay in which you describe the person and his or her accomplishments so vividly that your readers will feel they know this person.

L1000054

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you do the following:

- ☐ **Read the description of the task carefully.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **State a thesis responsive to the task and support it fully with specific details and examples.**
- ☐ **Use words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 131 through 135 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

4

**Score Point 4
Student Response**

Leaders in society are both building blocks and stepping stones. They lay a foundation of example for others to follow. Often times, these leaders are the most honorable characters in literature. The most significant natural leader I can imagine is Atticus Finch in "To Kill A Mockingbird." Atticus's character identifies leadership in his own subtle and remarkable way.

Atticus is very wise. His wisdom conquers many of his fears. Because of his nobility and wisdom, he is a sought-after and successful lawyer. It is also the reason he is so widely admired in his town. In the novel, Atticus Finch is a widower with two young children, Jem and Scout. He is a lawyer who defends an African American in a time period where they are looked down upon, segregated and pitted by many. Atticus defends the African American, Tom Robinson, and cares for his children in a most remarkable way, showing he is a natural leader and a truly honorable human being.

Children's minds can not often grasp the difficult concepts in harsh reality. The reality of the time is that blacks are looked down upon and there was no real reason for it. Atticus must explain this to his children. He also must explain the jeopardy he is in as a result of his decision to defend Tom Robinson. At the same time, he must explain Boo Radley, the neighbor that the children assume is a dangerous and threatening psychopath. Life is so complicated and there aren't always ways to explain the unjust or unreasonable, but Atticus must try.

Atticus struggles throughout the novel. He struggles with his past in attempts to right his wrongs. He struggles with his present trying to create a wholesome home and environment in which to raise his children. Atticus struggles with his job, the task at hand to defend a negro in times of segregation. Atticus struggles to keep his children's minds from become corrupted by the people around them. He struggles to teach Jem and Scout not to be judgemental and to respect the privacy of Boo without revealing Boo's past. The constant struggles Atticus endures provides readers with a clear image of Atticus's leadership qualities.

Readers of the Harper Lee novel can not help but feel the profound impact of Atticus Finch. He leaves all readers implanted with a feeling of admiration. His wisdom, ability, and thought-provoking attitude incline readers to perceive him as a wonderful parent, businessman and friend. Those who read his story are dumbfounded by his impression. They can not help but feel jealous that they are not more like him or know someone who is and if they do, they feel more blessed to know them. Atticus's leadership and other capabilities are the reason he is so admired by his children, his town and all who know him.

*Writing***Commentary**

In this response, the writer provides a meaningful thesis responsive to the writing task, which includes describing a person that the writer has read about who exemplifies the characteristics of a leader, describing the accomplishments of that person, and providing vivid details that allow the reader to know that person. The writer begins with an engaging introduction about “leaders in society” and how their “foundation of example” makes such leaders “the most honorable characters in literature.” This introduction, and the meaningful thesis that follows, clearly responds to the writing task. The writer states the thesis, that Atticus Finch, in *To Kill a Mockingbird*, “identifies leadership in his own subtle and remarkable way” with specific details and examples from the novel.

The second paragraph begins a thorough support of the thesis by describing Atticus as wise and detailing his accomplishments by relating how they affect his relationships with the town and his family. The writer uses details from the novel to support that Atticus was admired because of his wisdom. The writer expands upon the idea of admiration by including that Atticus was a single father and defends an African-American in time of prejudice and bigotry.

In the third paragraph, the writer develops the thesis further by explaining that Atticus must explain to his children the decisions he has made. The writer includes evidence from the novel to expound upon this idea. Included is the stand against racism, doing the right thing in the face of adversity, and not heeding to gossip.

Finally, the writer states that Atticus must overcome many struggles providing details of each of Atticus’s struggles. Atticus struggles with his decisions, the responses of the town, and raising his children. By enduring these hardships, Atticus prevails as a leader.

The writer concludes that because of Atticus’s wisdom, ability, and attitude he not only is admired by the town, his children, and all that know him, but that he too is admired by the reader who becomes acquainted with him by the end of the novel. The readers of *To Kill a Mockingbird* “cannot help but feel jealous that they are not more like him or know someone who is and if they do, they feel more blessed to know them.”

The variety of sentence types and the use of precise, descriptive language illustrates a purposeful control of organization that establishes a clear sense of audience. There are only a few errors in the conventions of the English language within this response, but they are generally first draft in nature. Overall, this essay is a sample of a 4-point response.

Writing

3

Score Point 3
Student Response

Some people are born followers and some people are born with the talent to lead. Elenor Roosevelt is one of those who was born a leader. She put together some organizations, inspired many people, and was a great first lady.

Elenor Roosevelt had a great love for the people. She wanted to do everything she could for those who were sick or struggling. Those people are the ones that made her want to do something. She made some organizations for them.

By developing organizations she inspired people to join those organizations. She also inspired people to make their own. Not only did she inspire people by organizations, but by making them feel better and have more confidence in themselves. A quote by her, that has really helped me & a lot of other people, is "No one has the right to make you feel inferior without your permission."

She was an excellent first lady. She stuck by her husband through thick and thin. When he was having a rough day I'm sure she did her job, as his wife and best friend, to help him be comforted. She loved this country very much and fulfilled her duties as the First Lady.

In conclusion, I think Elenor Roosevelt was one of those people who just has a talent with people. She has started organizations, lead people through hard times, & a great first lady. She was deffinetly a natural leader.

Commentary

In this response, the writer discusses Eleanor Roosevelt and her attributes as a leader. The thesis guides the organization of the paper. Each subsequent paragraph supports the thesis with details and examples demonstrating a consistent tone and focus.

The second paragraph describes how Eleanor Roosevelt's "great love for people" convinced her to establish "some organizations for them." This idea transitions into the next paragraph.

The third paragraph uses the idea of the second paragraph to suggest that it caused people to be inspired by Eleanor Roosevelt. The writer includes the following quote from Eleanor Roosevelt to illustrate how she personally has inspired the writer: "No one has the right to make you feel inferior without your permission."

The fourth paragraph explains how Eleanor Roosevelt was a "great first lady." She supported her husband as his wife and friend, and she was a devoted first lady who loved her country.

The writer's conclusion is a restatement of the introduction leaving with "she is definitely a natural leader."

The writer thoroughly supports the thesis by describing Eleanor Roosevelt and her accomplishments. The writer also provides details that allow the reader to know Eleanor Roosevelt. The details and examples used to support the thesis, however, are more general than a 4-point response, but they do successfully support the thesis. While the writer uses some descriptive language, the sentences demonstrate little variation.

There are some errors in the conventions of the English language, but they do not interfere with the readers' understanding of the essay. Overall, this essay is an example of a 3-point response.

2

**Score Point 2
Student Response**

The person who I think is a natural born leader is someone like a quarterback for a football team or a goalie for a soccer team. These are great examples of a 'natural leader'. There are more than one thing that a leader must have. Some examples are like dedication, responsibility and determined.

Dedication is very important in a 'natural leader'. For example you can be born with the talent to be one, but if you don't dedicate yourself to it you're not going to get no where. Dedication is like on your spare time you dedicate your self to whatever it is you do and there should be nothing in your way.

Responsibility is another building block towards being a 'natural leader'. This also goes back to dedication. You have to be responsible enough to where you know what decisions to make about things distracting you from being a 'natural leader'.

Determination should be the last step you need to be a 'natural leader'. Without determination you can't go anywhere, low self-esteem is very bad and that's why I think determination is the most important part of being a 'natural leader'.

In conclusion I think that everyone has a chance of being a leader. They have to take the right steps to get there. Like I said without these three things Dedication, Responsibility, and especially Determination you can't be a leader.

Commentary

In this response, the writer provides a thesis stating that a "natural leader" possesses "dedication, responsibility, and determined."

The examples and details provided to support the thesis, however, are very general and limited. While there is a clear thesis related to the task, it is not effectively responsive to the task. The examples and details provided are not adequately explained. For example in paragraph two, the writer states, "Dedication is like on your spare time you dedicate your self to whatever it is you do . . ." The writer assumes that the reader understands the logic of the examples and details provided. This is prevalent in all three paragraphs of the body.

While the response demonstrates consistent focus, there is very little variety of sentence types and there are several errors in the conventions of the English language. The overall word choice and lack of development illustrates a very limited sense of audience. The failure to develop ideas clearly is characteristic of a 2-point paper. Overall, this essay is an example of a 2-point response.

Writing

1

**Score Point 1
Student Response**






This man was a man who love having everything right. He was allways giving out orders and People will follow them because they were good orders to do their job. Sometimes he would go a little to far and then the People wouldn't like it because he would be to bosey. So one day a young boy told him that he would be too bosey and he talke to him about it. The very nex day the man whos name was mike had a meeting and he apoligized to all the workers for acting like he was and he promiss them that he would try to control himself so he wouldn't be so bosey. The People understand and they told mike that it was O.K. he was only doing his job. They also told him that he was a Great Leader for doing his job.

Commentary

In this response, the writer does not provide a thesis related to the prompt until the last sentence by stating, "They also told him that he was a Great Leader for doing his job." The information provided before the last sentence does nothing to support the idea of "him" being a "Great Leader."

The failure to demonstrate an understanding of the writing task, the lack of a clear thesis, the absence of supporting examples and details, and the serious errors in the conventions of written English make this a 1-point response.

Writing**REMINDER**

-  **Write your response to the writing task below.**
-  **You may give your writing a title if you like, but it is not necessary.**
-  **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
-  **You may either print or write in cursive.**
-  **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

Writing Task:

Write an essay in which you describe the speaker’s view of nature in the poem “Early Spring.” How is this view revealed in the poem? Include specific references to the poem in your response.

L224C018

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you do the following:

- ☐ **Read the description of the task carefully.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **State a thesis responsive to the task and support it fully with specific details and examples.**
- ☐ **Use words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 137 through 141 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students’ own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

4

**Score Point 4
Student Response**

Through his observations of the transition of seasons from winter to spring, Shonto Begay begins to see nature on a much grander scale. It becomes clear to Begay that initial outlooks on nature don't even begin to touch on how powerful it really is. First glances don't reveal all of the true mystery behind this miracle. The miracle that involves life, death and rebirth. Nature, he realizes, is magnificent in comparison to individual human lives that walk this earth, it expands so far beyond what our eyes can see and it demonstrates to us the very true meaning of life.

Shonto Begay is not blind to the beauty of the land. Remains of a winter that has just passed are left in the form of soft snow that is melting upon the warming earth. By merely looking upon the outdoors, one could not say whether the winter had been harsh or not, for the sheer beauty of the land is so overpowering. Begay describes the land and remains of winter as a blanket of some sort. One with a gorgeous design created by the "patchwork of snow and earth."

Standing upon the semi snow covered earth, one's naked eye does not take the intricacy of life that is living around them. Nature is so much greater than the visible trees on the ground and the birds flying overhead. Beneath the ground that one walks on there are lives of rodents buried deep within burrows, insects underneath the foliage that scatter the ground, birds in nests high up in the trees. Shonto Begay recognizes this intricate system of nature. Pulling himself away from his own life, he can see the miracle that lives around him.

As spring takes flight, nature experiences a period of rebirth. It didn't necessarily die over the period of winter, but spring will bring it back to a new meaning of life. Begay writes, "Maybe to them we also disappear with the cold. Not to be seen until spring." This further shows that although we aren't seeing, it doesn't mean that they aren't existing. The cold simply brings them underground and the warmth of the spring brings them back. It gives them a period of rebirth.

Stepping away from one's own life and observing the life of nature, opens one's eyes to something far more magnificent than themselves. Nature is a cycle of life that will continue for centuries to come. Nature is "filled with mysteries. They reveal themselves and their stories - if you look very carefully, and listen . . ." Just open your eyes and you will see.

*Writing***Commentary**

In this response, the writer addresses all parts of the writing task, which includes describing the speaker's view of nature and explaining how the author reveals the speaker's view of nature in the poem. The response also illustrates a comprehensive and thoughtful grasp of the text.

The first paragraph of the response states the thesis that nature is seen "on a much grander scale" when observing the transitions of the seasons. The following sentences of the paragraph elaborate how nature is a miracle, one involving "life, death, and rebirth," demonstrating "the true meaning of life," which cannot be comprehended on initial observances.

Next, the writer creates the metaphor of a blanket from the author's use of "patchwork of snow and earth" to explain how the beauty of the setting can hide the realities that lie beneath, showing that the writer has a clear understanding of the text.

The idea of the blanket hiding what is underneath is extended further in the third paragraph by the writer's careful paraphrasing of the poem. The writer ends with making a relevant observation about the speaker: "Pulling himself away from his own life, he can see the miracle that lives around him."

The last paragraph further illustrates the idea of being selfless and realizing that there is more to see: "...although we aren't seeing, it doesn't mean that they aren't existing." This observation is based upon references to the text (e.g. "Maybe to them we also disappear with the cold. / Not to be seen until spring."). The writer ties the observations in the last paragraph with the thesis stating, "Nature is a cycle of life . . . 'filled with mysteries.'"

The use of precise, descriptive language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first draft in nature. Overall, this essay is a sample of a 4-point response.

3

Score Point 3
Student Response

In this poem, the speaker seems to enjoy nature very much! The speaker writes passionately about the rebirth of the earth as spring nears. In the poem, it speaks "In the early spring, the snowfall is light upon the mesa. It does not stick to the ground very long." The speaker is inferring that as winter concludes, the snow melts fast, in order to make room for the incoming plants and wildlife. There is such a major transition from winter to spring. All of the plants are starting to grow once again, as the speaker stated in "just below me, young seedlings start their upward journey." While the rodents and other animals are still in their burrows in hybernation for winter, the time is drawing ever so near for them to awake and appear outside once again.

The speaker has an idea which states that, just like the animals disappear in hybernation for the winter, the animals we cease to exist until spring comes full force on the earth. To whomever is speaking, to them spring comes so rapidly, that one can imagine from his or her writings that plants shoot up out of the ground and all of the wild animals appear like magic. To the speaker, it seems as though he or she thinks that many people do not take the time to look around and admire nature's natural beauty. It seems that the speaker wants everybody to stop and watch how beautiful nature is and to see nature how he sees it. This seems to be a persuasive yet informative poem.

Commentary

In this response, the writer addresses all the parts of the writing task and shows a comprehensive grasp of the text. The details and examples provided to support the thesis, however, are general.

The first paragraph of the response summarizes the main points of the poem and supports the writer's thesis: "... the speaker seems to enjoy nature very much!" The writer uses details from the poem, but only in strengthening the summary. The details used are not thoroughly explained or expounded.

The final paragraph restates most of the ideas presented in the first paragraph, but the writer does include in the beginning of this paragraph that the speaker changes perspective (e.g. "The speaker has an idea . . . the animals disappear in hybernation [*sic*] for the winter, to the animals we cease to exist until spring . . .). The writer, also, includes implicitly in this paragraph the theme of the poem.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a comprehensive grasp of the text. Also, it makes specific references to the text (e.g. "In the early spring, the snowfall is light / upon the mesa."). It, however, lacks the sophistication of organization and precise diction that characterize a 4-point paper. The language is awkward in places, as shown in the second sentence of the final paragraph. The errors in conventions of the English language, however, are few and do not interfere with the meaning of the response. Overall, this essay is representative of a 3-point response.

Writing

2

**Score Point 2
Student Response**

The speakers view of Nature is very interesting. He speaks as if he has become one with Nature. He takes this poem very seriously and smooth.

In this poem you can easily tell that he loves Nature and everything about it. He talks about how the snow melts quickly but just slow enough to cover the ground. When he talks about the Animals, and what they are doing, he adds lots of detail that makes you want to read the story again. He also talks about how all the plants are starting to grow, and about the rodent in their tunnels.

He tries to tell us, and give us an idea on how beautiful the earth is. If we can listen to the mountains and observe them we will find out what is used to look like before, and how beautiful it was then.

Commentary

In this response, the writer demonstrates a limited grasp of the text providing only a few paraphrased details of text in attempt to support of a very general thesis: “The speakers view of nature is very interesting.”

The second paragraph of the response, also, begins with a very generalized statement that is not fully supported by the details given. The details given are a minimal summarized understanding of the poem and do not add to the writer’s main point or thesis. The last paragraph of the response is more of the same. The sentences do nothing to illuminate the thesis and provide a weak conclusion to the essay.

The lack of organization, failure to develop ideas, and a weak thesis are characteristic of a 2-point paper. The response also contains little variety of sentences and uses basic, predictable language. There are several errors in the conventions of the English language that border on interfering with the understanding of the essay. Overall, this essay is an example of a 2-point response.

Writing**1****Score Point 1
Student Response**

A Person is walking in the early spring. He talks about animals and how they are reacting to the snow. A rodent and a Snak are comfortable in their burrows. How a hawk could see food from the sky and he cannot see it. It is cold but snow dose not stick to the ground for vary long.






How beautiful this land is, and how it is filled with mysteries.

Commentary

In this response, the writer simply writes aspects of the poem demonstrating a minimal grasp of the text. There is no thesis, just a summary, which is copied almost verbatim from the poem.

The essay fails to provide a thesis and examples to support one, to use sentence variety, to contain the writer's own thoughts or ideas, and to understand the complexities of the text, making this a 1-point response.

*Writing***REMINDER**

-  **Write your response to the writing task below.**
-  **You may give your writing a title if you like, but it is not necessary.**
-  **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
-  **You may either print or write in cursive.**
-  **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

Writing Task:

Tourism committees spend a great deal of money each year advocating natural landmarks of states and countries. By using media such as posters, magazine advertisements, television commercials, and radio advertisements, committees are able to send a message about beautiful places, and hopefully convince some tourists to travel to those places.

Suppose you have been hired by a tourism committee. Write a persuasive essay in which you identify a place in the world that has something tourists might find interesting. Explain precisely what makes that particular place so special. Develop your ideas so that a potential tourist would be persuaded to visit the place you have identified.

L20SA207

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you do the following:

- ☐ **Read the description of the task carefully.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **State a thesis responsive to the task and support it fully with specific details and examples.**
- ☐ **Use words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

NOTE: Pages 143 through 148 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

4

**Score Point 4
Student Response**

Some call it the Happiest Place on Earth and others call it the Magic Kingdom. What is this magical place? Well, if you guessed Disneyland, you were right! Disneyland, home to Mickey and all of his friends, is the host to many tourists and visitors each year. Racking in millions of dollars year round, this exhilarating amusement park is able to please each and every one of its guests. From the moment you set foot on Main Street to the second you exit the gates, it feels as if you're entrapped in a dream. So, embark on a journey with me to explore the many wonders and secrets of this magical theme park.

Disneyland is most popular with its food and treats. Whether you're dining under the midnight sky in the Caribbean or having brunch in New Orleans, the Magic Kingdom is sure to please all of your mouth-watering needs. Every restaurant you enter is set with a different atmosphere, with elaborate decorations, sound effects and music. Vendors on the streets are always there and smiling to offer you crisp caramel apples, buttery popcorn, or fluffy cotton candy. Before you know it, you'll have tried every food in the park.

Disneyland may have its ups and downs . . . if you're on one of its many extreme roller coasters, of course. The second you pull down the lap bar, get ready for a fun-filled adrenaline rush to add excitement to your day. If you have little ones, Disneyland provides you with fun, colorful storybook rides also. You just sit down, relax, and watch the childrens' eyes light up when they see characters from their favorite movies before their very eyes.

It's not everyday that you see the big black sky light up with glittering explosions of light. Yes, Disneyland's sky and streets are filled with entertainment for all to watch for free! People play music, put on parades, set off fireworks and perform in cute, whimsical shows. Be sure to always watch the entertainment, but be careful . . . you might bump into Mickey Mouse. Mickey Mouse and all of his pals make a grand appearance for you to hug, play with, and take pictures with every single day.

Sure enough, the end of your day comes and you start to get tired. finally, it's time to leave and go back to your daily life. The only thing you're left with is a great memory . . .and maybe a few suevenirs. So, when your vacation time rolls around and you are sitting on the couch, thinking of where to go, remember the food, rides, and fun at Disneyland, and it won't take you long to make up your mind.

Writing

Commentary

In this response, the writer addresses all parts of the persuasive writing task: stating a position about where the ideal tourist location would be, defending the position with evidence, and anticipating the reader's concerns. In the beginning of the first paragraph, the writer includes a rhetorical question and its answer as the thesis to the essay: "What is this magical place? Well, if you guessed Disneyland, you were right!" The remainder of the paragraph states brief reasons why Disneyland is an ideal tourist location (e.g. hosts many visitors, pleases all ages, and is a fantasy). The writer entreats the reader to continue the journey by resuming to read about the wonders of Disneyland.

The second paragraph emphasizes the variety of food offered at the park. The writer addresses the concerns of the reader by stating that every restaurant has "a different atmosphere" (e.g. Caribbean and New Orleans). Other potential concerns are addressed by the descriptive language used to mention that there are not only restaurants but also vendors selling "crisp caramel apples, buttery popcorn, or fluffy cotton candy."

The third paragraph begins with a pun on the phrase "ups and downs," when referring to Disneyland's roller coasters. Once again, the reader's concerns are addressed by noting that not all visitors to Disneyland will be interested in roller coasters and relating that Disneyland also has rides for children based upon the franchise's popular storybook and movie characters: "You just sit down, relax, and watch the childrens' [sic] eyes light up when they see characters from their favorite movies before their very eyes."

The next paragraph details the multitude of free entertainment that is available at the park (e.g. the fireworks at night, the parades, the shows, and even Mickey Mouse). The writer uses ironic humor by suggesting the reader "... be careful ... you might bump into Mickey Mouse."

The final paragraph reemphasizes the reasons to visit Disneyland as an ideal tourist location. It concludes the tight structure and organization of the essay.

The use of a responsive meaningful thesis that is thoroughly supported by specific details and examples is representative of a 4-point response. The writer also demonstrates a consistent tone and focus highlighted by the sense of audience and organization of the paper. The essay uses a variety of sentence types and precise, descriptive language. While there are a few errors in the conventions of the English language, they are first draft in nature. Overall, this essay is a sample of a 4-point response.

3

**Score Point 3
Student Response***Where Can Tourists Go?*

There is a place in the world that tourists would find interesting. They may or may not have heard of this place. It is a city in Mexico called Puerto Vallarta. Tourists would like Puerto Vallarta, because the weather is perfect for different people, the relaxation, and the many things to do and have fun.

Many people like different types of weather. If you go to Puerto Vallarta, Mexico you can experience these types of crazy weather. If you go to Mexico during the month's of April to August you would experience rainy, stormy weather. If you love rainy days, that's just the right time for you. However from September to January the weather is just perfect for people who like it not too hot and not too cold. The weather is literally perfect. The sunset and sunrise are very pretty at this time, also. However, between February and May, the weather is transitioning between the two extremes, so the weather can be a little crazy.

When you are on vacation, the best thing to do is relax. Puerto Vallarta is the best place for that. Not only is there perfect weather, but the atmosphere of P.V. is just relaxing. Puerto Vallarta allows you to have fun and enjoy yourself. The people also are very welcoming and caring. There is a lot of things to do in Puerto Vallarta.

This city is full of things to do to have fun. You can go on cruise ships, go shopping, or go to dinner with friends or family. You can lay out in the sun, go swimming in the ocean, or skydive. Many people came back home wanting to be there.

This city is so special, because the weather is perfect, you can have fun while you relax, and you really don't have to do alot to have fun. Puerto Vallarta is a really good place to bring your whole family for vacation, but can also be good for wanting to have loads of fun and experience adventure. Puerto Vallarta is a great place to visit.

Writing

Commentary

In this response, the writer addresses all parts of the persuasive writing task: stating a position about where the ideal tourist location would be, defending the position with evidence, and anticipating the reader's concerns. The writer concludes the first paragraph with a thesis that is responsive to the writing task, detailing that Puerto Vallarta is the ideal tourist location because of the weather, the ability for relaxation, and the magnitude of options for fun.

The second paragraph details the diversity of the weather: rain, sunshine, and "crazy." The writer attempts to address possible readers concerns by stating: "If you love rainy days, that's just the right time for you," and "... the weather is just perfect for people who like it not too hott [*sic*] and not too cold." The attempt is to illustrate the best time for tourists to visit Puerto Vallarta.

The third paragraph follows the thesis by suggesting that Puerto Vallarta is relaxing, but that is all that it does. The paragraph does not contain any examples or details to support the writer's claim.

The next paragraph lists activities that Puerto Vallarta offers the tourist (e.g. cruise ships, shopping, restaurants). While it offers support of things to do for fun, it does not elaborate.

The last paragraph concludes the essay by restating the thesis established in the first paragraph, leaving with the statement: "Puerto Vallarta is a great place to visit."

The use of a responsive thesis that is supported by details and examples for the majority of the essay is representative of a 3-point paper. The paper is organized and demonstrates a consistent tone and focus with a general sense of audience. It also provides a variety of sentence types and some descriptive language. There are, however, awkward expressions and some errors in the conventions of the English Language. It is also repetitive in mentioning the "perfect weather" in multiple places (paragraphs 3 and 4). Overall, this essay is an example of a 3-point response.

2

Commentary

Score Point 2
Student Response

Florda

This state that you can speend you vacation is Florda. With lots to do and see you will never be left out of the fun. You will see lots of amusment park on you jerony of this state of Florda.

One of the Parks is Disny world. they have lots of ride. It takes day to see it all. It also has attractions worth a while. There are others worth your while.

Another one is Universul Florda. Smaller Than Disney World, but still you should see it. There are movie stuff to see and collect. there is one more amusment park I recomend.

The last park I recomend is Sea World Florda. A park for Sea life. You see dolphins. You also see whales that are lots of fun.

I think that you should join other people that visit Florad and have a blast. come and have fun!

In this response, the writer provides a thesis and supports the thesis in the following paragraphs with limited details and examples. Florida offers many amusement parks and three are recommended: Disney world [sic], Universul Florida [sic], and Sea World Florda [sic].

The paragraphs suggesting the three parks note only the minimum attraction of the parks. Disney World has “lots of rides.” Universal Florida contains “movie stuff to ssee [sic] and collect.” Sea World showcases “dolphins [sic]” and whales.

This essay provides little support for its thesis, shows little control of organization, and demonstrates a monotonous tone and focus. It also fails to anticipate reader’s concerns. In addition, errors in the conventions of the English language are substantial: misspellings, noun-number errors, and awkward syntax. All of these factors are representative of a 2-point response.

Writing**1****Score Point 1
Student Response**

People should go to Las Vegas to have some fun and make some money

Commentary

In this response, the writer provides a weak thesis that is related to the writing task: “People should go to Las Vegas to have some fun and make some money.” There are, however, no details or examples given in support of the thesis. With only one sentence, the writer illustrates no control over organization: Because of its brevity, there is nothing to organize. One sentence also does not provide any sentence variety, and the sentence uses limited vocabulary. The paper fails to defend a position and fails to address the reader’s concerns. Overall, this paper is an example of a one-point response.

Writing

Writing Task Number	Correct Answer	Standard	School Year of Exam
1	Written Response	10WA2.1	2002-2003
2	Written Response	10WA2.2	2001-2002
3	Written Response	10WA2.3	2000-2001
4	Written Response	10WA2.4	2001-2002
5	Written Response	10WA2.3	2003-2004
6	Written Response	10WA2.2	2004-2005
7	Written Response	10WA2.4	2004-2005

Response to Literary/Expository Text

Scoring Guide

4 The response —

- demonstrates a *thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

Response to informational passages:

- *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

3 The response —

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions* of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

Response to informational passages

- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

2 The response —

- demonstrates a *limited* grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- may contain *several errors* in the conventions* of the English language. (Errors **may** interfere with the reader's understanding of the essay.)

Response to informational passages:

- *may* address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

Response to literary passages:

- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

Writing

1 The response —

- demonstrates *minimal* grasp of the text.
- may provide **no** textual details and examples to support the thesis and main ideas.
- may demonstrate **no** understanding of the ambiguities, nuances, and complexities of the text.
- may provide **no** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

Response to informational passages:

- does **not** address the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- does **not** demonstrate awareness of the author's use of literary and/or stylistic devices.

non-scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.

Response to Writing Prompt

Scoring Guide

4 The essay —

- provides a *meaningful* thesis that is responsive to the writing task.
- *thoroughly* supports the thesis and main ideas with *specific* details and examples.
- demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- demonstrates a *clear* sense of audience.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions* of the English language. (Errors are generally first-draft in nature.)

A Persuasive Composition:

- states and maintains a position, *authoritatively* defends that position with precise and relevant evidence, and *convincingly* addresses the reader's concerns, biases, and expectations.

3 The essay —

- provides a thesis that is responsive to the writing task.
- supports the thesis and main ideas with details and examples.
- demonstrates a consistent tone and focus; and illustrates a control of organization.
- demonstrates a *general* sense of audience.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions* of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)

A Persuasive Composition:

- states and maintains a position, *generally* defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.

2 The essay —

- provides a thesis or main idea that is related to the writing task.
- supports the thesis or main idea(s) with *limited* details and/or examples.
- demonstrates an *inconsistent* tone and focus; and illustrates *little, if any* control of organization.
- demonstrates *little or no* sense of audience.
- provides *few, if any*, types of sentence types, and *basic, predictable* language.
- may contain *several errors* in the conventions* of the English language. (Errors **may** interfere with the reader's understanding of the essay.)

A Persuasive Composition:

- defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.

Writing**1 The essay —**

- *may* provide a *weak* thesis or main idea that is related to the writing task.
- *fails* to support the thesis or main ideas with details and/or examples.
- demonstrates a *lack of* tone and focus; and illustrates **no** control of organization.
- may demonstrate **no** sense of audience.
- may provide **no** sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)

A Persuasive Composition:

- *fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

non-scorable: The code "NS" will appear on the student answer document for responses that are written in a language other than English, off-topic, illegible, unintelligible, or otherwise non-responsive to the writing task.

*Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.

This guide describes the attributes of student writing at each score point. Each paper receives the score that best fits the overall evidence provided by the student in response to the prompt. However, papers that do not meet the standard for conventions at a 4 or a 3 score point receive a score that is at most one point lower.

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